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ABSTRACT

During its third year of operation, Ramah Navajo High School enrolled 134 students the first semester and 125 the second semester. On May 15 and 16, 1973 a performance review and on-site evaluation was conducted. This 1972-73 program review and evaluation covered: philosophy and goals, curriculum, administration, internal evaluation, student data, student social development, staffing, relationship to the community, and supportive services. Findings indicated that Ramah Navajo High School in its third year was beginning to overcome many of the early problems that face a contracted community-controlled educational venture of this type. Many school employees and members of the Navajo community expressed confidence in the continuing development of the school and in its role in the Indian community. Evidence indicated that the Ramah Navajo High School student body had shown an increasing interest in education and a more positive attitude toward schooling. Evidence of student social development showed that students initiated conversations more readily; they voiced their opinions and made their wishes known; and they expressed greater confidence and pride in themselves, in the school and in the community. (Author/NQ)

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RESEARCH AND EVALUATION REPORT SERIES NO. 05-B

RAMAH NAVAJO HIGH SCHOOL
EVALUATION - 1972-73
FINAL REPORT

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TABLE OF CONTENTS

Introduction 1

I. General Impression of Ramah Navajo High School 4

II. Philosophy and Goals 5

III. Curriculum 7

IV. Administration 10

V. Internal Evaluation 18

VI. Student Data 20

VII. Student Social Development 25

VIII. Staffing 31

IX. Relationship to the Community 31

X. Support Services 33

XI. Radio Station 36

XII. Summary of Major Recommendations 38

XIII. Attachment A 40

RAMAH NAVAJO HIGH SCHOOL

EVALUATION REPORT

Introduction

In accordance with contract number K51C14200662 (Section 204) between Ramah Navajo School Board, Inc., and the Bureau of Indian Affairs, Office of Indian Education Programs, a performance review and evaluation was conducted on site at Ramah, New Mexico, on May 15 and May 16, 1973. Two representatives were designated by the Contractor, two by the Contracting Officer, and a third party was selected jointly by the Contractor and Contracting Officer. Ms. Judy Hodgson and Mr. Larry Manuelito represented the Contractor and Dr. Paul R. Streiff, Indian Education Resources Center, Bureau of Indian Affairs, Albuquerque, and Mr. Earl Webb, Deputy Assistant Area Director (Education) for the Albuquerque Area, represented the Contracting Officer. Professor Joel Spring of Case Western Reserve University, Cleveland, Ohio, was designated the third party.

The contract requires that a performance review and evaluation of the education and support program be conducted once during the year. In actuality, Dr. Streiff and Mr. Webb made several visits during the year at the request of the Ramah Navajo High School Director and the Ramah Navajo School Board for purposes of providing formative evaluation assistance.

It is within the same formative evaluation mode that the 1972-73 program review and evaluation was conducted.

A five-stage process of evaluation was defined for the evaluation team, and served as the basic model for inquiry in several program information categories.

The process of evaluation was defined as:

1. Identifying the decision areas of concern.
2. Identifying the decision makers,
3. Selecting appropriate information categories.
4. Collecting, analyzing, and synthesizing that information.

- IN ORDER TO -

5. Report summarized data useful to the decision makers in selecting among alternatives and establishing program priorities toward systematic improvement.

In accordance with that definition, the evaluation team established nine evaluation categories which covered areas specified in the contract, as follows:

Philosophy and Goals

Curricula

Administration

Internal Evaluation

Student Data

Student Social Development

Staffing

Relationship to the Community

Support Services

To facilitate the evaluation effort each member of the team assumed responsibility for different evaluation categories. Each member reported his evaluation findings to Professor Joel Spring who assumed responsibility for completing the final report. A draft copy of the final combined evaluation report was sent to all members of the team for corrections and additions. A final copy of the report was later submitted by Professor Joel Spring to Dr. Paul Streiff of the Bureau of Indian Affairs.

I. General Impression of Ramah Navajo High School

Ramah Navajo High School in its third year is beginning to overcome many of the early problems that face a contracted community-controlled educational venture of this type. Many school employees and members of the Navajo community expressed confidence in the continuing development of the school and in its role in the Indian community. Evidence indicates that the Ramah Navajo High School student body has shown an increasing interest in education and a more positive attitude toward schooling. This evidence includes, among other things:

a. Increased attendance in spite of record snowfall and rains which made travel between students' homes and the school most difficult.

b. Greatly increased involvement in student projects requiring extra effort, as exemplified by those producing the student newspaper and magazine.

c. Evidence of student social development: students initiate conversations more readily; they voice their opinions and make their wishes known; they express greater confidence and pride in themselves, in the school and in the community.

d. Only one case of student drinking was reported this year contrasted with an average of one per week a year ago.

e. An almost total elimination of vandalism, which prior to this school year was of serious proportions.

Other evidence of development of positive social attitudes and skills can be found in the enthusiasm shown by students in many of their classes. One may speculate that much of this enthusiasm has been generated by the

fact that students find themselves learning skills important to the community and meaningful in terms of their day-to-day lives. Two specific examples which may be mentioned are the vocational and agricultural programs, and the legal education program.

Vocational and agricultural programs have been greeted with much enthusiasm since they first went into operation during the spring semester of this year under the imaginative leadership of a very able instructor. The students are busily producing farm stockfeeders from salvaged barrels and pipes. These find a ready market in the ranching community, and provide for development of incentive and skills in a variety of mechanical tasks.

In the social studies and legal education program students are learning how to deal with law enforcement agencies and governmental programs. The case was cited of a student who had frequently had problems with the law involving drinking and resistance to arrest. With knowledge acquired in the civics course, his next encounter with law enforcement officers did not lead to violence and arrest as had frequently been the case previously.

II. Philosophy and Goals

Clarity of philosophy and goals is essential to the effective development of any educational endeavor. This is no less true in the implementation of community-controlled schools.

An explicit statement of philosophy and goals is the vehicle through which everyone concerned with an educational enterprise is made aware of the desires of the community. All instructional objectives, to be reflected

in the behavioral change in students must derive from the established philosophy and goals. The development of a philosophy must be an on-going process by which the community translates its needs and desires into educational goals. A systematic effort to effect an on-going educational needs assessment should be made. Selection of broad, societal level goals must precede design and re-design of the curriculum and all its components.

It appears that there are a number of unresolved questions that lead to some confusion about the overall direction of the education program. In talking to the school staff a number of conflicting interpretations were found concerning the stated goals of the school and the purpose of an Indian-controlled school in a community like Ramah.

Recommendation: The Ramah Navajo High School Board must address itself in the near future to a major philosophical question concerning the overall purpose of the school as they see it, a question which asks "Education for what?"

Should the school actively engage in the social reconstruction of the Ramah Navajo community to provide an economic base for supporting and holding their high school graduates? This question touches at the very heart of the problem facing schools in communities like Ramah. At this point in time most Ramah Navajo High School graduates must leave the community to fully utilize the skills learned within the school. This creates the ironic situation of the school having developed as the central focus of Navajo community endeavor and at the same time providing

an education that might weaken that community by educating all of its students for positions outside itself. One solution to this problem is to expand the goals of the school to include the construction of a wider economic base in the Navajo community.

The Ramah Navajo High School Board may wish to re-examine the curriculum plan developed by members of the staff of Ramah Navajo High School in light of the recommended goals expansion. (Attachment A). This plan calls for directly linking the curriculum of the school with the reconstruction of social and economic units in the community. For example, the curriculum plan projects business education linked to a community food cooperative; vocational-agriculture with a welding business and hydroponics; arts and crafts with an arts and crafts cooperative; and other types of links between the curriculum and social reconstruction of the community.

III. Curriculum

The staff members of Ramah Navajo High School are still in the process of developing an integrated curriculum for the entire school. Many of the difficulties faced in constructing a complete curriculum can be traced to problems of translating stated broad goals of the community and School Board into practice and a lack of communication between different parts of the school program. In keeping with a previous recommendation, it is hoped that a further refinement of the curriculum will effectively interpret the broad goals of the community and School Board.

Some Factors for Consideration

1. Science Program: It appears that, for the most part, the science teacher used standard textbooks and workbooks as instructional materials. This method of instruction was contrary to the original objective of emphasizing traditional Navajo science. It was also contrary to the original objective of developing science material that would be related to the local environment. It is recommended that the method of teaching science at Ramah Navajo High School be reviewed and, if necessary, revised. If the original approach is sustained then materials should be developed that would bring the teaching of science more in line with the original purposes of the school. It is also recommended that this revision be done with cooperation and assistance from the bilingual education program.

2. Bilingual Education Program: Numerous complaints from school staff members point up the need for a closer working relationship with the staff members of the bilingual education (ESEA VII) program.

The task of increasing language proficiency in both Navajo and English is integral to the school's purpose. The Title VII program should be able to supplement the regular curriculum very productively in this regard. In addition, the Title VII staff should be most helpful in locating as well as developing appropriate reading materials. It is recommended that the entire instructional staff meet regularly to establish lines of communication and assistance in attaining mutually agreed-upon objectives.

3. The Language Arts Curriculum: It seems to be generally agreed between instructional staff, administrators, and Board members that development of language skills should receive top program priority. The view

seems to be that all academic success will rest on the language proficiency which will effectively establish language as the medium for learning, and for development of learning strategies.

Conversations with a number of students during the current evaluation activity revealed considerable advancement over the previous proficiency levels. It should be mentioned that there seems to be a high level of motivation among those students involved in the journalism classes and activities; especially in the writing, editing, and publishing of the school newspaper, the Singing Sands.

However, problems revolving around low levels of reading skills continue to occupy much staff time, and inhibit the undertaking of many instructional objectives which are deemed critical to future educational success. The combined efforts of staff from both Title I and Title VII in addition to the regular Ramah Navajo High School staff seem to be making progress.

The question of an appropriate hierarchy to follow in attempting to help the students close language communication gaps still presents something of a dilemma. Some staff and advisors have recommended intensive work on oral English proficiency prior to emphasis on remedial reading and writing skills. The evaluators of the Title VII Bilingual Education program for the 1971-72 school year felt that there was undo stress on the priority of oral English proficiency development in the curriculum. On the other hand a good case may be made linguistically for establishing a listening comprehension program as the most defensible first step in the Ramah Navajo High School language arts program.

Before the beginning of the 1973-74 school year every effort should be made to develop a sound rationale for the total language arts program which would be based on clearly articulated and testable assumptions about the entry level language performance of Ramah students. The rationale should be developed by and should involve all staff members responsible for any aspect of the language arts curriculum including the Title I and Title VII personnel. The curriculum to be developed from that rationale must be integrated in such a way that each component contributes to every other component.

The major task requires curriculum competencies which may have to be obtained through consultant services. This help, of course, will be of value only if the systematically developed curriculum design is then implemented conscientiously by all staff members involved.

IV. Administration

A. The Ramah Navajo School Board.

1. Internal organization:

The Board operates under a set of bylaws which is considered adequate to its needs, and which was thought to be sufficiently comprehensive by the evaluation team. With a membership of five, the responsibility and authority of the Board as the chief governing body for the Ramah Navajo High School is clearly established, and the organizational structure of the Board is spelled out in detail.

2. Decision-making responsibilities and authority:

Sufficiently comprehensive as noted above. Initially, however, the situation was not so clear in establishing the Board as the chief governing body and maker of all policies: That earlier position assigned most policy functions to the Director.

3. Relationship to the community:

During the past year events have transpired that call for consideration of the assumption that the Board is the voice of the community in reality, and has its confidence and support. These events had their genesis in the increasingly prominent role assumed by the PAC (Parent Advisory Committee) in the daily affairs, operations, and management of the educational program. The PAC was established as an integral part of the Title VII Bilingual Education Project. This role was said to be consistent with the "community development philosophy of Indian-controlled schools". The continuation proposal of the Title VII Project states (for 1973-74):

> "The task this year will not be so much orientation but more provision of opportunity for parental involvement in the day-to-day operation of the school as well as the technical concerns of the project."

During the course of the present school year the PAC was designated by the Board as the official parent-advisory group for the entire school program, although their role was not specifically

developed in cooperation with the Adacemic Director of the school or the Project Administrators. In the particular case referred to here, a staffing and program problem involving one of the specially funded programs grew to proportions that required administrative action in the form of dismissals. The staff members concerned were able to enlist the support of the PAC in making the cause a public one to the extent of bypassing the Board...the Board, for a time, failing to express support for the administration.

Recommendation: Appropriate steps should be taken to define the role of an "Advisory" committee in order that it is not led to see itself as more representative of the community's wishes than is the Board, which is ostensibly the legally designated holder of that role.

4. Clarity of relationship to the school administration:

The Program Director continues to be the chief administrative officer whose responsibility it is to supervise the day-to-day activities of the corporation in accordance with the policies established by the Board. His duties and authority are clearly detailed, and the relationship between Board and Director appears to be clearly understood.

B. The Administration as School and Program Management for the Board.

1. The Director (see item 4 above) and Associate Director;

At the present time there is an Assistant Director who acts for the Director in his absence. In addition, there is a Director of Learning, whose role is basically that of High School Principal, as well as a director of special services. (e.g, buses, etc.)

Comment: The roles of the Director and Associate Director appear to be more a relationship of co-directorship in that most reporting procedures call for either/or, In reality it appears that the Director's functions are more those concerning external affairs, while those of the Associate Director are those of Director for operations..,day-to-day administrative activities and responsibilities. In general there does not seem to be much difficulty in people's minds concerning role distinctions or possible overlap.

Recommendation: It might be well to again review the two positions, and the position descriptions for the purpose of clarifying possible gaps and overlaps which may still exist. (e.g, responsibility for personnel management, under new administration policies not yet approved, would rest with the Associate Director, At present this responsibility is not clear,)

2. In addition to these mid-level administrators there are several directors of specially funded programs, At this point the need for clarification of organizational structure becomes evident, since the several administrative roles are not clearly understood, nor are discrete and non-overlapping, which they must be if programs are to operate smoothly. There is a critical need for clarification of staff and line relationships so that communications lines may be spelled out and responsibility and authority specified and understood.

3. The High School Principal:

The Administrator assigned responsibility for overall management of the school program is variously called the

'Principal' and the 'Director of Instruction,' The range of responsibilities and functions performed by this administrator seem to fit best with the concept of 'Principal', and indeed the staff understanding expressed to the evaluator was in agreement with that designation. It is also quite clear, upon investigation of responsibilities and duties, that the primary responsibility for academic leadership and direction, for curriculum design and coordination and for on-going internal program review and evaluation rests with the school principal. On the assumption that these observations are correct several comments are in order.

a. Interviews with Project administrators, with staff members, and with students revealed that the Principal is generally supported, and is thought of as having accomplished much during the 1972-73 school year.

b. The Principal has been asked to accept (and has accepted) a contract for the 1973-74 school year.

c. Inquiry concerning the existence of a detailed position description specifying the responsibilities and functions described above, and the authority and administrative support for performing them, revealed that this has not yet been developed. Initially the intent was to fill separate positions for operations and responsibilities and curriculum leadership, and separate position descriptions were prepared. It was decided to incorporate the functions in the one position, after which no further formalization of a position description was pursued.

Recommendation: As with the general observation made earlier concerning detailed position descriptions for all staff members of Ramah Navajo High School, and as urgently recommended in the 1972 evaluation report (Section II B 3), it is of utmost importance that the role of the Principal be fully described, specifying especially: a) the line of upward communication. QUESTION: If the Project Director and Associate Director are actually co-directors, does the Principal's line of direct responsibility lead in all cases through the Associate Director, or optionally to either one? It is difficult if not impossible for anyone to work under two administrators in the same role. b) Support from superiors and from the Board, if needed, in the implementation of the agreed-upon duties. Negotiation and approval of updated position descriptions for the Project Director, Project Associate Director, and Principal should be accomplished as soon as possible.

4. Other Administrators.

Two additional administrators at the mid-management level report directly to the Associate Director, according to the Organizational Chart on which the Ramah Navajo High School has operated during this academic year. They are the Director of Special Services and the Director of the Radio Station. Discussions with the Associate Director revealed no unmanageable difficulties during the course of the year, although on occasion decisions have been sought from the Director without consulting with or informaing the Associate Director. This again emphasizes the need for maintaining approved lines of responsibility and

and authority, and it is incumbent upon the superior to insist that this be done. If he allows himself to make decisions arbitrarily which should properly be made by a subordinate, he subverts his own administrative organization. It will not function as intended from then on.

C. The Formal Organization.

Section II B 2 in the 1972 Evaluation report dealt specifically with the need for clarification of organizational structure. It had reference especially to the lack of clarity in the relationship between directors of specially funded projects and the official administrative staff of the school. It was deemed essential by the Director, at the end of the 1971-72 school year, that this clarification be made, especially with regard to the Title VII Bilingual Education project. The director of Title VII apparently saw himself and his staff and the project program as basically independent of the general school curriculum. The Director of Ramah Navajo High School felt strongly that the special projects must align their objectives with those of the school, which were innovative, bilingual, and bicultural from the school's inception.

An organizational structure was developed which would make the Director's wishes clear; that is, that the directors of the Title I, Title VII, and Environmental Education programs were to report directly to the Principal. This plan was to take effect with the beginning of the 1972-73 school year.

Unfortunately, the planned organizational pattern was not adhered to. The Title VII project director, in commenting on it, said: "I personally do not feel all that boxed in by the drawing of the organizational chart and have functioned fairly flexibly regardless of supervisory lines..." The project had at its disposal a budget of very generous proportions, and the school administration exercised no apparent governance over how it was spent. As a result there were serious discrepancies in practically very aspect of administrative concern between the general school program and the Title VII project, especially in terms of salary, leave, working hours, travel, and more.

Recommendation: Ramah Navajo High School has made remarkable progress during the past year in a host of ways, which is evidenced most of all in the observable increase in serious involvement in learning activities on the part of the students. The administrative problem of concern here might easily constitute a serious threat to the goals of the Navajo community which have been sought so eagerly. It is again necessary to emphasize the importance of adherence to staff and line relationships by the Director of Ramah Navajo High School to promote effectiveness of any organizational pattern which may be designed. During the present school year a previously recognized problem was aggravated rather than improved.

D. Detailed Job Descriptions for All Employees.

A major recommendation of the 1972 evaluation called for the preparation of detailed job descriptions for all employees in all programs

at Ramah Navajo High School. This has not yet been acomplished. The topic has been discussed elsewhere in this report, but the importance for the continuing success of the school cannot be overemphasized. This is a task which requires a great deal of persistence and can be quite exhausting. The rewards for both employee and employer, however, in terms of clarification of responsibilities, division of labor, and identification of shared work objectives, will be well worth the effort.

E. General Administrative Policies.

An Administrative Policies Handbook has been prepared by the Associate Director and distributed to the entire staff for their comment and criticism. The policies have, to some extent, been in force during the course of the present school year, although for the most part unofficially in the sense that the staff did not have input in their preparation. They were presented to the Board and tentatively approved pending revision and appropriate staff interaction on them. Staff meetings will be held prior to the opening of school as a part of general orientation during which the Administrative policies will be finalized for the coming year. The Associate Director is to be especially commended for his fine work in this area to date.

V. Internal Evaluation

Probably one of the greatest areas of need in the Ramah Navajo High School program is for development of measures in the affective domain. The ideological basis on which the school was established, and on which it is operating today, asserts that a range of important outcomes will

be observable having to do with the student's self-image, his attitude toward school, toward the community, toward learning. For the most part, no such measures have been sought or employed, nor have efforts been made to develop them in-house.

Recommendation: A serious effort should be made to learn about measures which might be developed or found which would answer the really critical questions about the success of the Ramah Navajo High School program...the affective outcomes. Certainly some paper and pencil testing will continue to be useful in measuring attainment of objectives, but more emphasis should be placed on measures like participant observer evaluations, unobtrusive measures, etc.

Again, consultant services will probably have to be sought to accomplish this important aspect of the program design. In turn, the measures to be developed must derive directly form the performance objectives necessary to a comprehensive and integrated curriculum.

During the evaluation visitation it was possible to discuss fully some of the awareness developed by the mathematics staff in terms of indicators of attitudinal change. An interesting beginning on development of a rating scale was then accomplished in a very short time. Most important in the entire internal evaluation effort will be recognition of the many possibilities which exist for developing legitimate measures and the ways in which data can be effectively recorded, reported, and routinely utilized in the on-going refinement of the program.

A further observation is concerned with the need for development of criterion-referenced measures throughout the High School curriculum. The students at Ramah Navajo High School represent a wide range of entry-level abilities, and thus far every subject area has made progress toward effective individualization. There is, however, need for further work and further help.

VI. Student Data

A. Enrollment.

Ramah Navajo High School is open to any person of high school age living in the Ramah area. During the first semester of the 1972-73 school year, there was an all-Navajo student body with the exception of one non-Indian student (the daughter of a staff member). During the second semester, all of the students cam from the Ramah Navajo community.

One hundred and thirty-four students were enrolled the first semester. The total possible seventh through twelfth grade enrollment for the Ramah Navajo community is 195. Enrollment is broken down among the grades as follows:

GRADE	RNHS	ELSEWHERE	TOTAL
12	19	10	29
11	10	5	15
10	29	13	42
9	28	14	42
8	26	12	38
7	22	7	29
	134	61	195

The high school age persons who are not enrolled at Ramah Navajo High School are located in various other situations: Morman Placement Program, the Nazarene Mission schools, Bureau of Indian Affairs boarding schools, Zuni High School (a bus is available every day for local Ramah students who have chosen to attend the public Zuni High School for various reasons), jobs (primarily in sawmill towns), marriage, and at home, helping their families.

Ramah Navajo High School held a two-day registration period August 21-22, 1972. Students who were not enrolled at that time, but who were known to be in the area, were visited by members of the Parents Advisory Committee, the counselors, and the Principal. Several more students were enrolled through this effort,

One hundred twenty-five students enrolled the second semester. The loss of nine students can be accounted for by the following: One student was killed in an accident; one student graduated; one student transferred to another school; and six students dropped out at some point during the second semester. Every effort was made to re-enroll the students who dropped out. Most of these students are not considered permanent drop-outs, as they periodically drop-out and then re-enroll at later dates.

Comment: Given certain characteristics of the Ramah Navajo community, the 1972 program objective of enrolling 196 students appears to have been unreasonable. In the first place there are only 195 high school age students in the entire Ramah Navajo Community (figures obtained by a census conducted during the spring of 1972). Many of the students who are not enrolled at Ramah Navajo High School have attended distant schools for many years, and probably will graduate from these schools. However

because of the Ramah Navajo community's expressed desire to reunify the local Navajo family and Ramah Chapter's current position of forbidding school recruitment by missionaries on the reservation, it would appear that Ramah Navajo High School can expect to enroll more and more of the community's children. Already within the school's short three-year history, there has been a decline in local students enrolling in distant placement programs. It also appears that increased community confidence in the high school and a knowledge that it is truly a community school has led more parents to enroll their children in Ramah Navajo High School than in previous years.

Another characteristic of a portion of the Ramah Navajo community that affects enrollment is the fact that school is still an alien institution to the traditional Navajo culture. Many parents--especially those from the more isolated Fence Lake area--do not expect or urge their children to go to school, and school has no place in the life style of some of the young people of this area. At present the School Board has not articulated a policy toward high school age persons who do not enroll in school, and probably never would enroll unless somehow coerced. Needless to say, the New Mexico state compulsory attendance statute is next to impossible to enforce due to the remoteness of the area and the general mobility of many of the community's families.

B. Attendance.

Because data are not available for the 1971-72 school year, it is impossible to determine if attendance has been improved 33%, an objective specified for the school year just past. However, it is possible to give

specific data about this year's attendance, which staff members agree is markedly improved.

Daily attendance is recorded on the basis that if a student comes to school during the day he is counted as present. At the end of every twenty school days, attendance data is sent to the New Mexico State Department of Education in accordance with State of New Mexico procedure. There are nine such attendance periods in a school year.

During the first semester when the enrollment was 134, the average daily membership (ADM) was 129 students, or 95,6% of the total enrollment. During the second semester, through the eighth attendance reporting period, the ADM was 115.3, or 92.2%. The decrease in attendance the second semester can be accounted for by bad road conditions, which for several weeks curtailed all busing. Stranded students were finally ferried to the Ramah Dormitory by private helicopters hired by the School Board.

What the school's daily attendance data does not reflect is the rate of ditching classes that occurs once students get to school. In the past ditching was considered a major problem by the School Board. Students wandered around town and hung around local businesses during the day, and townspeople criticized the school management for not running the school effectively. For such a young school, and an innovative one at that, such criticism was damaging. For this reason, great effort was made during the present school year to see that students actually attended classes when they came to school. The persistent efforts of the administration and the teaching and counseling staff paid off, and ditching is no longer

considered to be a serious problem. No systematic records are kept of ditchers, although such data could be compiled by comparing every teachers' daily attendance records with the academic office's records. However, from discussions of ditching at staff meetings, it appears that some six students could be considered persistent ditchers.

Attendance, while still a matter of some concern, is no longer thought a problem of top priority. Therefore, no specific objective dealing with attendance or enrollment is included in the 1973-74 program objectives. During the summer, however, the Parents Advisory Committee, the Principal, and one of the counselors will undertake an intensive recruitment program in an attempt to enroll high school age students who have been on various placement programs.

C. Course Requirements.

One other area in which extensive student data is maintained is each student's credit status. It is School Board policy that a student must meet certain requirements to graduate. Generally the requirements are those set by the State of New Mexico Department of Education--a step taken to assure that Ramah Navajo High School does attain state accreditation each year. In addition Ramah Navajo High School students must earn one credit in Environmental Studies, one credit in Legal Education, and one credit in Reading. A student may earn one-half credit per course per semester. At present each student must earn twenty-one credits to graduate. Because the traditional assigning of credit and graduation requirements do not seem to suit the needs and situation of Ramah's students, there is currently much discussion among the staff in an attempt

to arrive at a system that is more relevant. Several alternatives are being discussed, but none has been agreed upon. When one system has been agreed upon, it will be brought before the School Board for approval.

D. Data on Former Students.

After its first year of operation, Ramah Navajo High School graduated thirteen students. Of these, six are still attending college or a vocational training institution. The remaining seven are married and/or employed. Twenty-three students were graduated the second year. Seven are currently in college or a vocational institution; fifteen are married and/or employed; one is deceased. Of this year's graduating class, seven students have applied to and been accepted at colleges; ten have registered in vocational training programs; and one is planning to seek employment.

VII. Student Social Development Through Out-of-Class Activities.

A. The counseling and guidance program:

1. Individual and group counseling.

a. Personal counseling which at times involves other members of the family. Parents often come to the school and request the school's help with problems concerning their children, and this help is given when the school personnel feels capable of providing it. Referrals are made to other agencies when the school does not feel qualified to deal with a certain problem.

b. Academic counseling of individual students and groups of students includes class schedules; career guidance; credit

standing; financial aid and filling out of applications.

2. Health services.

Counselors often give attention to a student's health needs when parents are unable to do so.

a. The counseling program arranges eye examinations for those students readily identified as needing eyeglasses at the local Public Health Service facilities. However, some sort of all-school screening does need to be provided in the future.

b. Physical examinations are arranged for all seniors and for the members of all the athletic teams. A member of the counseling staff accompanies the students to these examinations.

c. Physical therapy is arranged at Gallup PHS for those students needing it.

d. Dental care is arranged--but only on an emergency basis.

3. Mental health.

Referrals are made to the mental health clinic at Gallup PHS for sociological and psychological evaluations for those students who experience and express deep emotional problems and those whose behavior necessitates professional attention. This year four such referrals were made and carried through.

This approach to emotional problems is not always approved, however, by all the students and their parents or guardians. Therefore, traditional techniques utilizing Navajo medicinemen and their ceremonies

are arranged by the individual students' families, and students are excused from classes. This year five students were excused for ceremonies.

4. Student appraisal.

The counselors administer various standardized tests to meet state requirements or to prepare the students for post-graduate situations. Tests include ACT for seniors; the Preliminary Scholastic Aptitude Test; CTBS for all eighth graders; GATB for students interested in the BIA Employment Assistance Program; and the Metropolitan Achievement Test to all of the students.

5. Summer schools and summer employment.

Counselors also provide students with information about various summer schools and workshops that are available, and gathers and disperses information on the availability of summer employment. Ramah Navajo High School encourages students to participate in summer sessions or take jobs elsewhere during the summer, so that the student will have the opportunity of experiencing different social situations and of meeting people with whom they would not ordinarily come in contact. During the summer of 1972, 15 students attended summer sessions or had employment outside of the Ramah area.

6. American Indian Sponsorship Programs.

Counselors coordinate two sponsorship programs, and make the necessary arrangements so that students who do not have sponsors might obtain them. At present there are twenty-eight students

in grades eight through twelve in the Save The Children program. Money that is sent to the students is used for clothing and other personal articles, and the school arranges periodic shopping trips to Gallup and Grants so that the students can spend their money if they want to.

7. Tribal Clothing program.

All students who are bused to school are eligible to receive clothing through this program. One of the counselors coordinates the program. Students are measured, the clothes ordered, and then later distributed.

Summary: The school, often through its guidance and counseling program, provides services to the students in many areas. Given the relative isolation of the community and the unavailability of services through other agencies, the school has found it necessary to try to meet the student's physical and health needs, as well as their affective needs.

These efforts have brought positive results. During the school year, only two students were put in jail--both as a result of weekend activities unrelated to the school. This is a sharp decrease from past years. Also, there was only one minor drinking episode during the school year, instead of almost weekly incidents in the past. There was not one incident of fighting this year, and only one of vandalism--again a weekend occurence. No student voiced suicidal thinking.

B. Student Activities

It is difficult to measure whether student involvement in non-academic activities actually increased by 25%, another objective

specified for the 1972-73 school year. However, several clubs were established, the athletic program was reorganized, and other events were sponsored by the various classes.

A student council was established at the beginning of the year, and two representatives were elected from each grade in the school. The council met weekly, and took stands on several issues. When appropriate, the council met with the Parent Advisory Committee and the School Board to discuss student concerns. Although no definite student code was written this year, the Student Council did begin talking about student discipline and the problems of enforcement of rules--areas of concern to parents, the PAC, the School Board, the students, and the staff. Early in the discussions it was recognized that law-making and enforcement is a complex process and steps have been taken to see that the issues are seriously considered by many representatives of the community before a student code is written.

In addition to the Student Council, the Crafts Club, Indian Club, Pep Club, Rodeo Club, Intra-mural spots, and a cheerleading squad were organized. One hundred students participated in these activities. Also, six students worked regularly after school hours on two publications: The Singing Sands and Tsa' Zszi' magazine.

There have been several class-sponsored events during the year: Community Carnival, fund-raising activities, dances, and reception. In all of these activities, the students have demonstrated social growth and increased poise and confidence.

Almost all of the students participated on one of the organized athletic teams, and athletics continue to be the most effective medium through which school unity and enthusiasm are promoted.

Summary: There has been much evidence of student social development in the last year. Students initiate conversations more readily; they voice their opinions and desires; and they express greater confidence and pride in themselves, in the school, and in the community. No longer do students complain that Ramah Navajo High School is not really a school because it does not fit their traditional model of a school. Instead, it is becoming more common for students to speak of it as a very special school because it is controlled by the local Navajo community.

Many individual students could be cited as having changed in very dramatic ways. One twenty-one year old boy, who in the past went on fighting and drinking sprees, this year was voted the most outstanding senior student by the staff. Another boy who consistently dropped out of school by Christmas vacation attended the whole year and requested to come to summer school. A girl who dropped out of school in her junior year returned this year and completed her senior year with the highest grades in her class. Another boy who regularly dropped out of school in the spring to follow the rodeos stayed in school this year and became very involved in photography and welding. Many others could be noted. In all of the cases the school is thought to be the most decisive factor in the individual changes.

VIII. Staffing

During the 1972-73 school year, the School Board employed eight certified classroom teachers. Four other teachers have degrees and are currently working toward certification. In keeping with School Board philosophy, Navajo paraprofessionals are also employed as classroom teachers. However, in most cases they work with a certified teacher in a team-teaching situation. In addition, all of the paraprofessionals are pursuing a degree at the present time.

Because of the special nature of Indian-controlled contract schools, Ramah Navajo High School has developed an on-site teacher training program designed to prepare the Navajo paraprofessionals to become teachers, to sensitize non-Indian teachers and to involve the community in the teacher training process. At present the administration is attempting to find a university through which to coordinate the program so that credit can be earned for the courses that will be taught. USOE funding for the program will be funneled through the Coalition of Indian Controlled School Boards.

IX. Relationship to the Community

There is considerable evidence of strong support from the community and its members for the community controlled school, the elected Board, and the Board's policies.

Since the inception of Ramah Navajo High School in 1970, the Board, school administration and staff have gained valuable experience and knowledge in school operation. There is justifiable pride in the accomplishments of the entire group. They, admittedly, are still evolving some fine

points of policy and new techniques for administration and instruction, but there is considerable group pride in the service they bring to young people and in the joint efforts of the community and its members for the progress they have made to date. Admittedly, they do not feel they have "arrived," but are enroute to providing a school best suited to Ramah Navajo students' needs.

The anology of one tribal elder puts it this way, "We are like the new road they are building to the Agency. At first everything is torn up, rough and disorganized, but systematically the base is built with great difficulty, until eventually there is a smooth topped road leading all the way to the Agency."

Parent Advisory Committee members refer to planned, systematic visits to students' homes. Parents are encouraged to talk, question and air problems. Members agree that most parents express favor for the community-controlled school.

The School Board-controlled and operated radio station KTDB makes time available and encourages the use of its facilities by tribal leaders, Board members, school administrators and personnel, parents and students to discuss frankly any issues concerning the school.

School personnel appear in Chapter meetings to report and discuss school business and policies.

According to Mrs. Theresa Martine, a Ramah Navajo mother, she observes increased personal respect, better language--both Navajo and English, and increasing respect for Navajo culture in Ramah Navajo High School students.

She attributes this to community support for the policies of the community-controlled School Board, the administration and staff of the school, and a growing evidence for value of such things by community members.

X. Support Services

The Director of Special Services coordinates Support Services and reports to the Associate Director. Included in this area of responsibility are: Food Services, Custodial Services, Transportation Services, and Plant Management.

1. Food Services: A staff of four prepares morning and afternoon snacks, as well as a full-fourse noon meal at the Dormitory cafeteria. Food is purchased from the Gallup Supply Center BIA through contract. The menu is prepared by the Navajo Area Office BIA, and is used as the food preparation and nutrition guide. Staff meetings are held fairly regularly under the direction of the head cook.

Morning and afternoon snacks are served to approximately 208 students who ride the buses.

2. Custodial Services: A staff of four serves the schools custodial needs on a part-time basis. The custodians also serve as night watchmen, providing twenty-four hour security coverage for the school. In order to provide this type of coverage as well as other responsibilities, a rotating shift-type work schedule is employed.

3. Transportation Services: There are ten licensed bus drivers employed. The buses used are all 17-passenger types with the exception of one 48-passenger type. The buses and attendant services are leased from GSA. All buses are 1970 or later models. School bus transporation is

seriously hampered during inclement weather due to extremely muddy and slippery roads.

Eight-four students are transported to the high school and 124 elementary students are transported to the public elementary school.

Distance traveled by buses daily varies from 40 to 70 miles.

Transportation is often furnished to students who, for medical or dental services, need to go to the Blackrock or Gallup PHS medical facilities.

4. Plant Management: The Plant Management staff is made up from the staffs of the other areas of Support Services. There is no operating engineer, but there is a member of the Support Services organization who is competent to perform these duties. There seems to be considerable difficulty in heating buildings adequately during cold weather. This is probably due to the age of the buildings and their out-dated wiring and plumbing.

5. Materials: The school does not have a full-time media specialist or librarian. Part-time media services are provided by a member of the Title VII staff. Another employee is presently serving as a part-time librarian.

A library building adjacent to the high school campus is presently nearing completion. This will greatly help to alleviate the present shortage of library space.

The school could be considered in very good shape as regards audio-visual equipment and materials with the exception of cassette recorders and playback machines.

The multi-media center is being used 25 to 30 periods per week. This indicates that the center is in use by the teaching staff between 70 and 85 percent of the time each week.

In the area of A-V production, the center is producing the following types of mediated materials: overhead transparencies, tape cassettes, super 8 film loops, 8mm film motion pictures, slide and slide tape presentations and video taping.

6. Health Services: Health services are provided by Indian Health Service from the Blackrock PHS facility. Since the facility is near Zuni and all Ramah Navajos need transportation to get there, a doctor and at least one nurse come to the campus each Tuesday and Thursday morning to serve the medical needs of Navajo students in the vicinity.

7. Route Maintenance for Buses: This year, the Ramah Agency is providing maintenance for the school bus routes.

8. Dormitory Services: Dormitories near the high school campus continue to be operated by the Bureau of Indian Affairs. Presently 24 students who are of high school age reside in this facility.

9. Fiscal and Business Management: The school business manager and his staff of one provide payroll and other accountant services for all Ramah Navajo High School projects. It appears that service is adequate, but could be improved by a more regular schedule of contract payments.

Property management is a problem area. Help has been requested from the Bureau of Indian Affairs to bring Federal property use lists up-to-date and to assist in surveying unneeded and useless property.

XI. Radio Station

a. The station currently broadcasts three 15-minute newscasts in Navajo each weekday (at 7:00 a.m., 11:00 a.m. and 6:30 p.m.) and one 15-minute newscast in English each evening at 7:00 o'clock, State, national and international news is covered, the majority of which is supplied by United Press International news wire. These newscasts are supplemented whenever feasible with news of Navajos and other Indian tribes supplied by the Navajo Times, the American Indian Press Association, the Gallup Independent and regular press releases from various Native American groups. Local news and information is broadcast several times daily on a flexible schedule. Especially newsworthy local events are the subject of special programming. For example, the March 1 airlift of medical aid and other supplies to stranded families in the Ramah area was the subject of two one-hour actuality programs.

Approximately 4-5 hours are devoted each week to Navajo culture--both the spoken word and music. This includes an original hour of local custom, history or legend as told by respected older members of the community, and a repeat of that same program later in the week. An hour or two is devoted to Navajo music each week, and perhaps as much as an hour is played of the music of other Indian tribes. This represents the minimum that can be expected in a week; often other regularly scheduled programs are devoted to Navajo culture, as are special programs that are occasionally offered to us by members of the community.

At least 10 hours each week are devoted to community-oriented public affairs programming in Navajo, and an additional 5 hours of English public

affairs programming is presented. Short features, announcements, and special programs in both languages account for perhaps 5-10 hours of programming a week.

b. Eight Ramah Navajo High School students have worked with and received training at the radio station. Of those eight, five completed sufficient training to become proficient in all aspects of the planning and production of a one-hour program of popular music for teenage listeners. The skills acquired by the five include program planning, announcing, cueing records and tapes, fade-ins, fade-outs, miking and cueing announcers, on-the-air engineering, both for another announcer and combo (one person announces and performs engineering duties). All five achieved sufficient competence to be allowed complete control of all facilities during the TEEN HOUR without supervision. In addition, two of the students received special instruction concerning FCC rules and regulations and took an exam in an attempt to get a Third Class Operator's Permit from the Commission. The results of that exam are not yet known.

The five students who have completed training thus far are Martha Chatto, Bernice Garcia, Sara Jane Pino, Geneva Coho and Vivian Eriacho.

c. The radio station is on the air from 6:30 a.m. to 12:30 p.m. and 3:30 p.m. to 10:00 p.m. weekdays and 7:00 a.m. to 7:00 p.m. each Saturday. This differs slightly from contract specifications but is assumed to be in keeping with the spirit of the contract. It is not a change in the past or proposed schedule of the radio station.

XII. Summary of Major Recommendations

In general the evaluators were favorably impressed with the steady improvements in all aspects of the program at the Ramah Navajo High School. Throughout the various sections of this report suggestions have been made about the continued improvement of that program. This section of the report is designed to bring together these recommendations.

1. Philosophy and Goals:

   As stated in the section on philosophy and goals, continuing educational needs assessment and review and possible revision of philosophy and goals are of paramount concern. The community and School Board must continue to address themselves to the question, "Education for what?" Should the goals of the school include the construction of a wider economic base for the Navajo community? Should the school actively engage in the social reconstruction of the Ramah Navajo community in order to support and hold its high school graduates? Answers to questions like these will determine the future direction of Ramah Navajo High School.

2. Curriculum:

   A systematic approach to development of an integrated curriculum is essential. Help will be needed. Social, psychological, linguistic, and pedagogical assumptions must be specified, and a viable curriculum rationale developed, including comprehensive on-going evaluative measures.

3. Relationship to Community:

   There is a need for clarification of the role of an Advisory Committee and its relationship to the Board of Education.

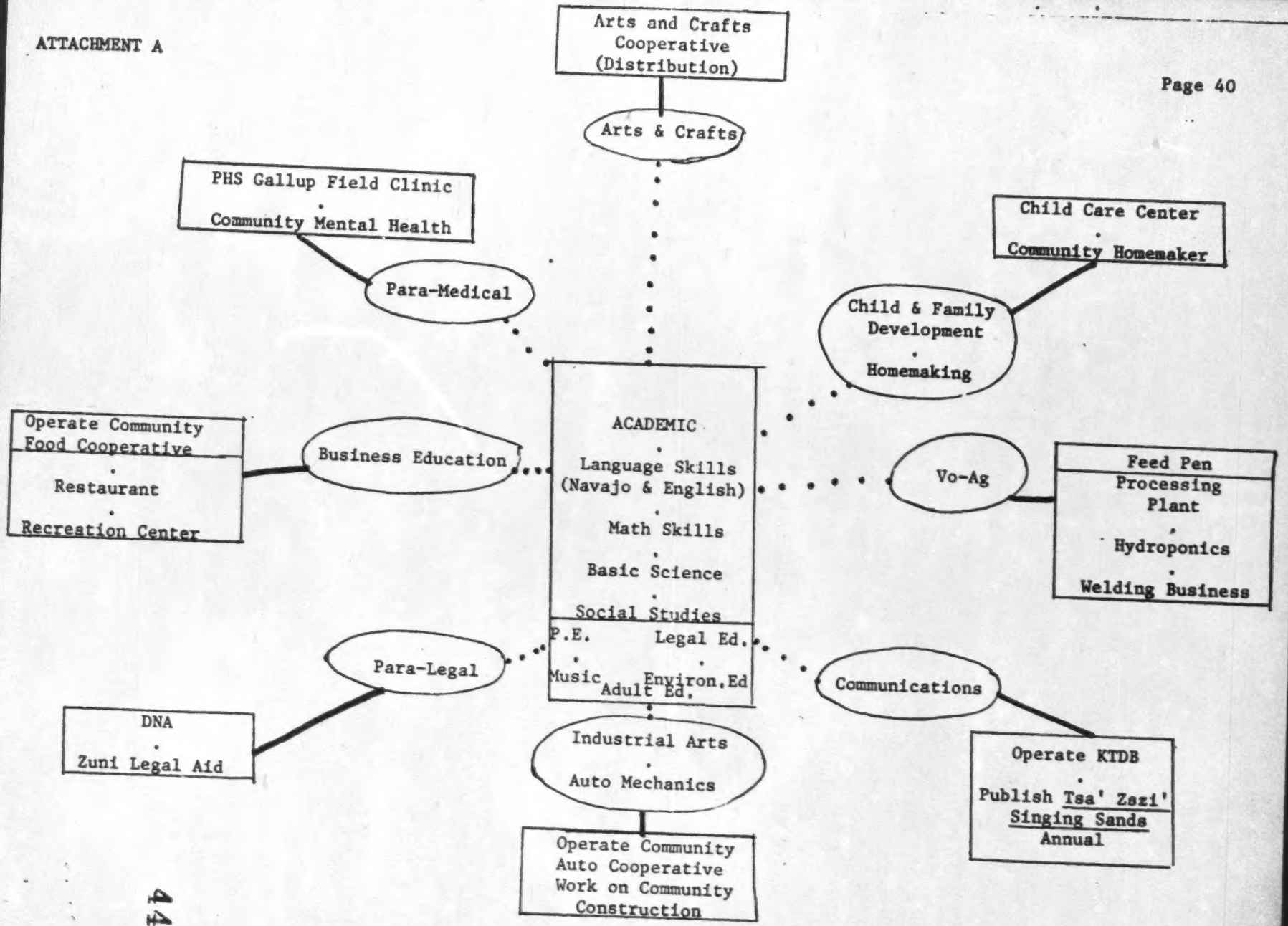
4. Administration.

a. The policies handbook must be finalized and approved for the 1973-74 school year.

b. Position descriptions must be prepared for all staff in terms of staff and line responsibility and authority.

c. The formal organizational structure must again be thoroughly reviewed, especially as regards the relationship between the overall school philosophy, goals, and program administration, and the Title VII project.

At the present time the Title VII project hardly appears to be lending supplemental assistance but rather operates as an independent entity. Failure to resolve this anomaly will result in an increased feeling of working at cross purposes.


Arts and Crafts Cooperative (Distribution)
Arts & Crafts
PHS Gallup Field Clinic
Community Mental Health
Para-Medical
Child Care Center
Community Homemaker
Child & Family Development
Homemaking
Operate Community Food Cooperative
Restaurant
Recreation Center
Business Education
ACADEMIC
Language Skills (Navajo & English)
Math Skills
Basic Science
Social Studies
P.E.
Legal Ed.
Music
Adult Ed.
Environ.Ed
Vo-Ag
Feed Pen
Processing Plant
Hydroponics
Welding Business
Para-Legal
DNA
Zuni Legal Aid
Industrial Arts
Auto Mechanics
Operate Community Auto Cooperative
Work on Community Construction
Communications
Operate KTDB
Publish Tsa' Zszi' Singing Sands Annual